A series of elementary level thematic units featuring Tlingit language, culture and history were developed in Juneau, Alaska in 2004-6. The project was funded by two grants from the U.S. Department of Education, awarded to the Sealaska Heritage Institute (Boosting Academic Achievement: Tlingit Language Immersion Program, grant #92-0031844) and the Juneau School District (Building on Excellence, grant #S356AD30001).

Lessons and units were written by a team of teachers and specialists led by Nancy Douglas, Elementary Cultural Curriculum Coordinator, Juneau School District. The team included Juneau teachers Kitty Eddy, Shgen George, Kathy Nielsen, Hans Chester and Rocky Eddy, and SHI language team members Linda Belarde, Yarrow Vaara, David Katzeek, John Marks, Mary Foletti, Rose Natkong and Jessica Chester. Curriculum consultants Julie Folta and Toni Mallott assisted and Annie Calkins edited the lessons and units.

Lessons were field tested in Juneau classrooms in 2005-6.

All units are available online at sealaskaheritage.org.
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Make a cover page for sea mammals book - *Hintaak.átx’í x’úx’ú*. Students draw a picture of a Southeast Alaska sea mammal or use the star template to cut out 8 stars to form the Big Dipper – to represent Alaska Sea Mammals.
SEALS
Background Information

Seals have slick, streamlined, torpedo shaped bodies. The various seals differ in size and weight. Males are generally larger than females. Seals are stubbier than sea lions and have a more rounded snout. Seals have short flippers. They have small heads with short noses and slit-like nostrils that close under water. Seals can see and hear well.

Every year seals shed their short hair. They have a layer of fatty blubber that acts as an energy store and provides insulation against the cold.

Seals are famous swimmers. They spend most of their lives in the water. They come to land only to bear and rear their pups and to molt. Some seals bear their young on ice. Seals are fantastic divers. They can hold their breath for much longer periods than land mammals.

The availability of resources like the seal and the ability to effectively and efficiently use them enabled Tlingit people to flourish. Tlingit's lived by fishing, hunting land and sea animals, trapping, berry picking, and trading. The coastal environment provides an abundance of resources.

Seals are not hunted from April – June because pups were born during this time. Harpoons were once used to kill harbor seals, fur seals, sea lions, porpoise and sea otter. Each clan had specific hunting territory and trade routes, which no other clan could use without permission. All parts of seals killed are used, and only what can be consumed is killed. Seals provide rich dark meat and oil to the Tlingit. The oil can be used for cooking and eating in much the same way we use butter and cooking oils today. Seal oil also adds flavor and texture to food. Seal blubber is esteemed a great delicacy. Seal meat and seal blubber continue to be significant foods at ceremonies.

“It was the rendered oil of seal, eulachon, and herring that supplied a large portion of the fat required in the Tlingit diet. These foods were rich sources of nutrients. Anyone who has ever been served a Tlingit meal has witnessed how the Tlingit people relish oil; everything – dried fish, meat, herring eggs – is dipped in oil. Oil was also used in cooking, and many types of food were put up in oil to preserve them over the winter. Oil was another dietary staple, and its high caloric content provided a long lasting source of energy.”

“Women prepared the various foods for winter storage or immediate consumption. They prepared seal flippers to be eaten. … As seals were being skinned after having been brought to camp, the fat was put into containers to be sliced later. The meat was butchered in cuts to be smoked, and some of it was cooked the same day. The day after the skinning, the fat would be sliced and rendered into seal oil. The Tlingit method is to fry the fat. The left-overs, in the form of crispy rinds, were eaten with dry fish.”

Seal is important not only for food, but for clothing, floats, bags, the intestines can be used for string, and the bladders used for containers. The bladder of the seal is used in making floats.

The seal dish was brought out for great feasts.

1 Haa Atxaayí Haa Kusteeyíx Síte, Our food is Our Tlingit Way of Life
2 Haa Kusteeyí Our Culture Page 435
Hintaak.átx’i – Sea Mammals Unit
Lesson 1 – Sea Mammal Study Prints

Tsaa
Seal
Taan
Sea lion
Yáxwch’
Otter
Cheech
Porpoise
Kéet
Killer Whale
**Hintaak.átx’i – Sea Mammals Unit**  
**Lesson 1 - Activity #4**

**Daa sá iyateen?**  
*What do you see?*

*Sing to the tune Bingo*

### Verse 1

Lingít | English | Hand motions
--- | --- | ---
Aadéi yaantoo.át | We are going there. | (walk in place)
Daa sá iyateen? | What do you see? | (hand above eyes, searching)
Daa sá iyateen? (3X) | What do you see?’ | (hands up & shrug shoulders)
Wé (tsaa) xaatéen | I see a (seal) | (point to it)

### Other sea mammal verses:

| Taan | Sea Lion | (close all fingers together for pointed snout)  
Big: tuck elbows in/move hands like flippers) |
|------|----------|------------------------------------------------|
| Yáxwch’ | Sea Otter | (move hands by chest like opening clams)  
Big: stretch way up like otter looking curious) |
| Cheech | Porpoise | (quick diving motion w/ hand flat & rounded)  
Big/many: alternate w/ both hands) |
| Kéet | Killer Whale | (hand vertical like fin)  
Big: both hands together for fin) |
| Yáay | Whale | (slow diving motion w/ arm straight up, flop over like whale jumping) |

### Other potential verses for the song include:

<table>
<thead>
<tr>
<th>At gutúx’ yéi yatee</th>
<th>The deer live in the woods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wé guwakaan</td>
<td></td>
</tr>
<tr>
<td>Shaa káx’ yéi yatee</td>
<td>Mt. sheep live on mountains</td>
</tr>
<tr>
<td>Wé tawéi</td>
<td></td>
</tr>
<tr>
<td>Lein káx’ yéi yatee</td>
<td>Clams live on the tide flats</td>
</tr>
<tr>
<td>Wé gáal’</td>
<td></td>
</tr>
<tr>
<td>Wé sgóonwaan</td>
<td>The students are in school</td>
</tr>
<tr>
<td>Sgóonx’ yéi yatee</td>
<td></td>
</tr>
<tr>
<td>Wé kaa</td>
<td>The man lives in the city</td>
</tr>
<tr>
<td>Aax’ yéi yatee</td>
<td></td>
</tr>
</tbody>
</table>
Draw a picture of a sea mammal.

A ____________________________
is a sea mammal because ____________________________

____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
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Three things I know about a tsaa – harbor seal.

1. ______________________________________________________________________

2. ______________________________________________________________________

3. ______________________________________________________________________

The most interesting thing about a tsaa – harbor seal is ____________________

________________________________________________________________________
Three things I know about a taan – sea lion.

1. ________________________________________________________________
   ________________________________________________________________

2. ________________________________________________________________
   ________________________________________________________________

3. ________________________________________________________________
   ________________________________________________________________

The most interesting thing about a taan – sea lion is __________________________
   ________________________________________________________________
Three things I know about a yáxwch’ – sea otter.

1. __________________________________________________________
   __________________________________________________________

2. __________________________________________________________
   __________________________________________________________

3. __________________________________________________________
   __________________________________________________________

The most interesting thing about a yáxwch’ – sea otter is _____________________
   __________________________________________________________
   __________________________________________________________
Three things I know about a *cheech* – porpoise.

1. ____________________________________________________________
   ____________________________________________________________

2. ____________________________________________________________
   ____________________________________________________________

3. ____________________________________________________________
   ____________________________________________________________

The most interesting thing about a *cheech* – porpoise is ________________

_________________________________________________________________

_________________________________________________________________
Three things I know about a *kéet* – killer whale.

1. __________________________________________________________________________

2. __________________________________________________________________________

3. __________________________________________________________________________

The most interesting thing about a *kéet* – killer whale is ________________

______________________________________________________________________________

______________________________________________________________________________
Three things I know about a yáay – humpback whale.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

The most interesting thing about a yáay – humpback whale is ________________

www.photolib.noaa.gov/animals/index.html
Tsaa Pattern
Seal Artifact Book

Name ____________________________
Ax saayí

Date ____________________________
Yáa yagiye
These are boots.

Do you see seal?

Use a pencil to circle the part of the x’wán (boot) that is made with seal.
Shadaa áyá.
This is a crest hat.

Tsaa gé yeeytéen? Do you see seal?

Use a pencil to circle the part of the shadaa (crest hat) that is made with seal.
This is a halibut hook.

Tsaa gé yeeyéen? Do you see seal?

Use a pencil to circle the part of the náxw (halibut hook) that is made with seal.
Gan goosh kakatu.át áyá.
This is a headband with ears.

Tsaa gé yeeytéen? Do you see seal?

Use a pencil to circle the part of the gan goosh kakatu.át (headband) that is made with seal.
Let’s explore footwear

- What boot will keep feet dryer? Traditional Seal Skin or Rubber Boots
- How are traditional seal skin boots made?
- What do you notice about how they are sewing together
- What happens to seal skin boot and rubber boots when you step on something sharp.
<table>
<thead>
<tr>
<th>Plain Berries</th>
<th>Berries in Seal Oil</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>19</td>
<td></td>
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<tr>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

**My name:**

**Date:**

**Seal Oil Preservation Experiment**

---

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Sea lions are the largest of all eared seals. They are named for George Wilhelm Stellar, the naturalist that accompanied the 1741 expedition to Alaska.

Sea lions are carnivorous, feeding on a wide variety of fish and cephalopods. They can stay underwater for 4 – 5 minutes in search of food. The only natural enemy of the seal lion is the killer whale. The average life span of a sea lion is 20 years.

Sea lions are covered with short 1” hair on its body. The male sea lion have slightly longer hair around the neck and resembles a mane. The male sea lion averages 12’ in length and weighs 1500 pounds. The female sea lion is 8 – 9’ in length and weighs 600 – 700 pounds.

Young are called pups and are born in the spring. Pups are about four feet long at birth and weigh 40 – 50 pounds. They are dark brown to black until 4 – 6 months when they molt. For over 1 1/2 years they remain with their mothers.
Taan
Pattern
Shakeeát Pattern

Déix’/jinkaat ka daax’oon S’agwaat yáx yatee x’úx’u

2 x 14 inch Brown construction paper

Déix’/jinkaat ka daax’oon x’úx’t’áa kaxashtí

2 x 14 inch cardboard box strip
1. Glue these two 2 x 14 inch pieces together.
2. Add 5 x 6 inch frontlet design and glue to 2 x 14 inch strip.

3. Glue design to frontlet
4. Add feathers around the headband.

5. Add foamee to strip and staple to size.

6. Staple white 7 x 11 inch white fabric to back of headdress. Add fake ermine tails – white faux fur cut into 1 inch strips

7. Finished shakee.át.
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Shakee.át design
An old chief was preparing to go on a hunt to kill sea lions. To make himself strong he bathed in the sea and then would go to a tree and try to pull out a limb. After that he would try to twist a tree from its roots. When he was strong enough to do this he would consider himself strong enough to go out and hunt the sea lions.

The chief had a nephew who was very lazy and weak. The people of the village called him Dukt’ootl’, which means black skin because he never bathed and slept next to the fire. One day Dukt’ootl’’s aunt told him that he was a disgrace because he was so lazy.

Dukt’ootl’ decided to do something about it and went out at night when the others were asleep so that he could make himself strong. He didn’t let anyone else know what he was doing so that he could surprise them.

One night while working on his strength he heard a whistle that sounded like a loon. He went toward the sound and saw a short man.

The man threw him to the ground and said, “I am Strength. I have come to help you.”

The next night Dukt’ootl’ saw the man again and went to him. The man said, “Don’t throw me down because now you have strength.” He told Dukt’ootl’ to pull out the limb of the tree that his uncle, the chief, had been working on and put it back in the tree so that no one would know. He also twisted the other tree so that it was easy to twist.

The next day, his uncle easily pulled the limb and twisted the tree. Now he thought himself strong enough to go hunt sea lions.

Many of the village men climbed into the canoe. Dukt’ootl’ forced them to take him along, too.

When they reached the sea lions, the chief got out and killed a small sea
lion. He then tried to kill a large sea lion but it threw him into the air and the chief was killed.

*Dukt’ootl’* then decided to show his strength. He got up and walked the length of the canoe and as he stepped on the seats the seats broke, so great was his strength.

The other hunters were frightened because they had never seen a man with so much strength.

*Dukt’ootl’* went to the sea lions and killed many by just stepping on them. Then he took the large sea lion that had killed the chief and tore it in two.

After this *Dukt’ootl’* was known as a very strong many. The villagers who had teased him were ashamed. From that day on, he was called by his real name, *At kaháas’i*.

SEA OTTERS

Background Information

Sea otters live in shallow waters along the shores. They favor waters adjacent to rocky coasts near points of land or large bays where kelp beds occur. At one time they were hunted to near extinction. The first international endangered species agreements in 1911 protect sea otters.

Sea otters are related to mink and river otters. Adult males weigh 70-90 pounds. Females average 40-60 pounds. They can reach a length of 9 1/2 feet at adulthood.

The sea otter is intelligent, resourceful and agile. It is a very playful animal. The fur of a sea otter is one of the finest in the world, consisting of a very dense under fur that is one inch long. Unlike seals, sea lions, killer whales or humpback whales, sea otters do not have a thick insulating layer of blubber for protection. Instead sea otters depend on a dense rich coat of fur. Sea otters depend on air trapped in the fur for maintaining body heat. For this reason sea otters spend much of their time grooming. If their fur becomes matted or soiled, it will result in loss of body heat and then death.

The normal diet of a sea otter includes sea urchins, crabs, mussels, octopus, and fish. One of the most important activities in a sea otter's day is searching for food. They are adept underwater hunters. Rounded molars are perfect for crushing. A sea otter eats often and will eat what is readily available and easy to catch. After diving 5-250 feet the sea otter will return with food, roll on its back, place the food on their chest and eat it piece by piece. Sea otters use a stone tool for eating, grasping a stone between its forepaws and bangs it against the edge of the shell. Between bites a sea otter may roll in the sea to clean itself of debris and keep its fur clean. It may use the same stone over and over again. The stone is kept in a flap of skin under its arm. It is able to use its forepaws like hands because they are short and stiff, helping it to handle food. The hind feet are webbed and adapted for swimming and help propel it through the water. Their ears and nostrils close when swimming underwater.

Sea otters do not migrate and do not travel far unless an area becomes overpopulated and food is difficult to find. In order to stay in an area an abundant source of food is necessary. Pups have a yellowish coloration at birth because they are covered with a dense brownish fur and long, silky, yellowish-tipped guard hairs. Adult females will have on pup in a breeding cycle, with the pup born in late spring. Stiff whiskers are sensitive to water turbulence and alert the otter to nearby prey. Sea otters are preyed upon by eagles and killer whales.

Tlingit's hunted the sea otter all along Southeast Alaska, such as, Shelikof Bay, Lituya Bay, and Kelp Bay.
Taan At.óow X'úx'u

Sea Lion Artifact Book

Name
Ax Saayí

Date
Yáa yagiye
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Alaska State Museum 95-19-1

**Eex s’íx’i áyá.**
This is a grease dish.

*Taan gé yeeytéen?* Do you see a sea lion?

Use a pencil to circle the sea lion.
Sheldon Jackson Museum SJ-I-A-568

Eex s’íx’i áyá.
This is a grease dish.

Taan gé yeeytéen? Do you see a sea lion?

Use a pencil to circle the sea lion.
Gáas’í áyá.
This is a house post.

Taan gé yeeyatéen? Do you see a sea lion?

Use a pencil to circle the sea lion.
Shadaa áyá. This is a helmet.

*Taan gé yeeytéén?* Do you see a sea lion?

Use a pencil to circle the sea lion.
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Hintaak.átx’i – Sea Mammals Unit
Lesson 4 – Activity #1

Yáxwch’
Pattern
Sea Otter Artifact Book

Name ____________________________
Ax Saayí

Date ____________________________
Yáa Yagiyee

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Eex s’íx’í áyá.
This is a grease dish.

Yáxwch’ gé yeeytéen? Do you see a sea otter?

Use a pencil to circle the sea otter.
Náxw áyá.
This is a halibut hook.

Yáxwch’ gé yeeytéen? Do you see a sea otter?

Use a pencil to circle the sea otter.
Shadaa áyá.
This is a helmet.

Yáxwch’ gé yeeytéen? Do you see a sea otter?

Use a pencil to circle the sea otter.
Porpoises are the smallest type of whale. They live in shallow waters along the shores. They have a pointed nose and sleek streamlined body. Porpoises have teeth and a single blowhole. They have a small triangular shaped dorsal fin. They are usually in small groups of two to five individuals.
Cheech Pattern

Hintaak.átx’i – Sea Mammals Unit
Lesson 5 – Activity #1

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KILLER WHALES
Background Information

Killer whales are found in oceans all over the world. They are the largest member of marine mammals known as dolphins.

They are black on top, white underneath, and have white patches behind their eyes. A killer whales color helps to camouflage in the water. The black and white color helps them attack prey. Animals looking down on an orca may not see it because the whale’s dark back blends with the dark water below. While the white underside blends in with the light streaming down from the surface, thus making it hard to spot.

They have a large pointed fin, the dorsal fin, which stands straight up from their backs. A curved dorsal fin is a female a straight a male. The dorsal fin on a female usually is not more than three feet in height while the males can be six feet in height. An adult killer whale is approximately 27’ long and can weigh as much as 10 tons. Females are generally smaller and weigh 3,000 – 8,000 pounds. Calves, or baby killer whales, weigh approximately 400 pounds at birth and are eight feet long. The mother helps her calf swim to the surface for its first breath. A thick layer of blubber helps keep the warm in the cold water.

The gray saddle area often found behind the dorsal fin is used to identify individual whales. Killer whales rest at the surface when tired. They have good eyesight.

Killer whales have big appetites. Orcas are efficient hunters that eat a very diverse diet of fish, squid, sharks, marine mammals (including whales and seals), octopi, and birds (penguins and gulls). They have even been known to attack other large whales. Their jaws have approximately 40 – 52 teeth that are three inches long and one inch in diameter, but some are longer. They have 10-13 pairs of large, interlocking conical, enameled teeth distributed in BOTH the upper and lower jaws (for a total of 20 to 26 pairs, so the orca has from 40 to 52 teeth). The teeth curve inwards and backwards - this helps the orca catch its prey. Members of a pod frequently cooperate in hunts. An average-sized orca will eat 551 pounds of food a day.

Killer whales are one of the few sea mammals to kill other mammals. Transient killer whales prey on seals and sea lions while the resident whales eat salmon, herring, halibut, and cod. Even though they are mean in open seas, in captivity they are friendly to man and can be easily trained. Killer whales travel in groups or pods.

One of the reasons why we find whales interesting is because they demonstrate a broad range of behaviors when at the ocean surface. Scientists use terms such as “breaching," "spy hopping,” and "spouting” to discuss cetacean behaviors.

Words to know about cetacean behavior:
(from the National Marine Laboratory)

Breaching: The term used when cetaceans leap clear out of the water. Whales often display this behavior.

Flipper or fluke slapping: Occurs when a cetacean slaps the water with its flipper or fluke (a fluke is the word for a whale tail). This sometimes creates a very loud sound, which has been described as sounding like a gun shot.

Fluke waving or fluking up: When the tail is raised vertically out of the water, this behavior is called fluke waving or “fluking up.”

Porpoising: This is a behavioral term to describe an animal moving in and out of the water in a series of high-speed leaps. Whales have been observed porpoising.
**Spouting** or blowing: Whales must breathe air just like humans. However since cetaceans live in water, breathing is a little more difficult for them than it is for us. Most whales can hold their breath for prolonged periods of time. To take a breath whales must swim to the surface and exhale through their blowhole. This action has been dubbed spouting, but is also called blowing. Different species have characteristic spouts, which often helps people identify whales.

**Spy-hopping:** When a whale head sticks its head straight up out of the water. Whales use their strong flukes to propel their heads out of the water so that the animal can look at his/her surroundings.

**Sounding:** The term used for a whale diving. Each species has a distinctive way of diving. Most whales take a few breaths, arch their backs, raise their flukes and dive deeper into the water.
Hintaak átx’i – Sea Mammals Unit
Lesson 6 – Activity #1

Transient
Killer Whale

Resident
Killer Whale
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Hintaak.átx’i – Sea Mammal Unit
Lesson 6 – Activity #3

Kéet Pattern
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Hintaak.átx'i – Sea Mammal Unit
Lesson 6 – Activity #4 -Male Dorsal Fin 1 of 2
Enlarge to Legal Size
Hintaak.atx’i – Sea Mammal Unit
Lesson 6 – Activity #4 - Male Dorsal Fin 2 of 2
Enlarge to Legal Size

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Label a Killer Whale

A óoxu - Blowhole
A gooshi - Dorsal fin
A jini - Flippers
A geení - Flukes
A Waak - Eyes
A X'é - Mouth
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Killer Whale Artifact Book

Name __________________________________________________________
Ax Saayí

Date ____________________________________________________________
Yaa Yagiye
Kákw áyá.
This is a basket.

Kéet gé yeyteen? Do you see a Killer whale?

Use a pencil to circle the killer whale.
Náxw áyá.
This is a halibut hook.

*Kéet gé yeeytéen?* Do you see a killer whale?

Use a pencil to circle the killer whale.
Shakee.át áyá.
This is a headdress.

Kéet gé yeeytéen? Do you see a killer whale?

Use a pencil to circle the killer whale.
Náakw gweilí áyá.
This is an octopus bag.

*Kéet ge yeeyéen?* Do you see a killerwhale?

Use a pencil to circle the sea otter.
Naaxein áyá.
This is a Chilkat Robe.

*Kéet gé yeeyatéen?* Do you see a killer whale?

Use a pencil to circle the killer whale.
HUMPBACK WHALES

Background Information

The humpback whale is short and fat and has longer flippers than other whales. It is a friendly creature. Young humpback whales will come right up to ships and swim around under them to see what is going on. Male humpback whales throw their 50-foot long bodies out of the water and fall back on their sides. The splash is big and can be heard miles away! Sometimes they stand upside down in the water and hit their tails on the waves.

The humpback whale, like the blue whale, is a type of whale called baleen. Baleen whales have no teeth. They have fringe plates in their jaws that act as a sifter. The whale takes big gulps of seawater and with its big tongue pushes the water out through the baleen. Lots and lots of tiny fish are caught in the baleen.

Whales migrate to Hawaiian waters in the winter, to have their babies. They migrate north in the spring and summer.

While Tlingit people did not hunt whale, there are stories of salvaged whales being consumed.
The contents of this curriculum were developed under the Tlingit Language Immersion Program (2004) and Building on Excellence (2005) grants from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the Dept. of Education and you should not assume endorsement by the Federal Government.
### Humpback Whale Problem Solving

<table>
<thead>
<tr>
<th>Tlingit</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gooshúk yatee wé yaay.</td>
<td>There are nine whales.</td>
</tr>
<tr>
<td>Ldakát wooshteen yei has jinéi.</td>
<td>They are all working together.</td>
</tr>
<tr>
<td>X’oon sáwē a geeni., a jini., ka a x’é ákwé?</td>
<td>How many flukes, flippers and mouths are in the area?</td>
</tr>
<tr>
<td>Ldakát át yaháayi kayshaxí i yei jinéiyi kaa waaksheeyí.</td>
<td>Draw pictures or marks of them all to show your work.</td>
</tr>
<tr>
<td>(Number sentence) kayshaxí i yei jinéiyi kaa waaksheeyí.</td>
<td>Write a number sentence to show your work.</td>
</tr>
</tbody>
</table>

Number Sentence:
## Staying Warm Without Blubber

<table>
<thead>
<tr>
<th>Minutes hand in water without blubber</th>
<th>Name &amp; Temperature</th>
<th>Name &amp; Temperature</th>
<th>Name &amp; Temperature</th>
<th>Name &amp; Temperature</th>
<th>Name &amp; Temperature</th>
<th>Name &amp; Temperature</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Minutes</td>
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<tr>
<td>4 Minutes</td>
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<tr>
<td>2 Minutes</td>
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<td>1 Minute</td>
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<table>
<thead>
<tr>
<th>Minutes</th>
<th>Name &amp; Temperature</th>
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<td>5 Minutes</td>
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<tr>
<td>4 Minutes</td>
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<td>1 Minute</td>
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<tr>
<td>Minutes hand in water with blubber</td>
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</tr>
</tbody>
</table>
Hintaak.átx’i – Sea Mammals Unit
Lesson 9 – Activity #1

Át iya.axch ágé?
Can You Hear This?

Name_________________________________________ Date ______________

1. ___________________________________________
2. ___________________________________________
3. ___________________________________________
4. ___________________________________________
5. ___________________________________________
6. ___________________________________________

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Museum Visit
Scavenger Hunt Activity

I found an artifact with sea lion whiskers

Here is what it looks like.
I found an artifact with sea otter fur.

Here is what it looks like.
I found an artifact with seal teeth.

Here is what it looks like.
I found an artifact with seal skin.

Here is what it looks like.
I found a hunting spear.

Here is what it looks like.
I found a seal bladder float.

Here is what it looks like.
# Hintaak.átx'i – Sea Mammals Unit

## Lesson 11 – Activity # 2

<table>
<thead>
<tr>
<th>Research Project Organizer</th>
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<tbody>
<tr>
<td>Name</td>
<td>At salayi</td>
</tr>
<tr>
<td>Date</td>
<td>Yux yapyeew</td>
</tr>
</tbody>
</table>

<table>
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<th>Social Behavior</th>
<th>Size</th>
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<table>
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</table>

<table>
<thead>
<tr>
<th>Environment</th>
<th>Prey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1

Vocabulary

1. Southeast Alaska waters  Lingít Heentaak Aaní
2. Southeast Alaska  Lingít Aaní
3. sea mammal  hintaak.ádi
4. water  héen
5. ocean  éil’ tlein
6. killerwhale  kéet
7. whale  yáay
8. sea otter  yáxwch’
9. seal  tsaa
10. sea Lion  taan
11. porpoise  cheech
12. hair  shaaxaawú
13. fur  a xáawú
14. blood  shé
15. milk  a l’aa tuxáni
16. breath  daséíkw

Phrases

17. What is a (sea mammal)?  Daa sáwé (hintáak.ádi)?
18. They have hair or fur.  Hás du daaw dzxáawúx sitee.
19. They are warm blooded.  Hás du shé oowat’áa.
20. They live in water.  Heentaak yéi yatee.
21. They have a thick layer of fat.  T’ay has du daax yéi yatee.
22. They have flippers.  A geeni has du jeewú.
23. They breathe air.  Yées daséíkw has adiséíkw.
25. What do you see song  Daa sá iyateen s’asheiyí
   We are going there.  Aadéi yaa ntoot.át
   What do you see?  Daa sá iyateen?
   What do you see?  Daa sá iyateen,
   What do you see?  Daa sá iyateen,
   What do you see?  Daa sá iyateen?
   I see a (seal).  Wé (tsaa) xateen.
   It lives in the water  Heentaak yéi yatee
   A big (seal).  Wé (tsaa) tlein.
   It lives in the water  Heentaak yéi yatee
   It lives in the water  Heentaak yéi yatee
   It lives in the water  Heentaak yéi yatee
   A big (seal).  Wé (tsaa) tlein-a.
26. This is a (sea mammal).  (Hintaak.át’ix’) áyá.
27. What is this?  Daa sáyá?
29. Where does the (seal) live?  Goox’ sá yéi yatee wé (tsaa).
30. Does the (seal) live underwater?  Héen taak gé yéi yatee wé (tsaa)?
31. It doesn’t live in water.  Tiél héen taak aa yéi ootí.
32. Pick up the (seal).  Aax gasnú wé (tsaa).
33. Put down the (seal).  Yan sanú wé (tsaa).
34. Give me the (seal).  Ax jeet sanú wé (tsaa).
35. Put the (seal) on the table.  Nadáawk káa yan sanú wé (tsaa).
36. Put the (seal) on the floor.  T’aá kák’ yan sanú wé (tsaa).
37. Put the (seal) on the chair. 

Káa yakijeit káx' yan sanú wé (tsaa).

Lesson 2

38. Let's learn about (seals).

Sh toox too-toow yá tsaa daat át.

Vocabulary

39. seal 

tsaa

40. its blubber 

(a) taayí

41. seal oil 

(tsaą ee-xí)

42. (its) fur 

(a) xaawú

43. (its) skin 

(a) doogú

44. (its) eye 

(a) waak

45. (its) ear 

(a) gúk

46. (its) nose 

(a) lú

47. (its) body 

(a) dàa

48. meat 

dléeey

49. (its) flipper 

(a) jíni

50. (its) tail 

(a) geení

51. (its) face 

(a) yá

52. (its) head 

(a) shá

53. (its) whiskers 

(a) x'adaa dzaayí

54. (its) tooth 

(a) ooXú

Phrases

55. This is a (seal). 

(Tsaa) áyá.

56. Is this a (seal)? 

(Tsaa) ákyá?

57. I see a (seal). 

(Tsaa) xaateen.

58. Do you see a (seal)? 

(Tsaa) gé iyateen?

59. Where is the (seal)? 

Goosú wé (tsaa)?

60. There is a seal sitting on the rocks. 

(Eech) kat aa wé (tsaa).

61. Draw a seal for sea mammal book 

Hintaak.átx'i x'ux'u yis tsaa yahaayí kaysaxít.

62. Seal Artifact Book 

Tsaa at.óow x'ux'u

63. This is (boots). 

(X' wan) áyá.

64. This is a (helmet). 

(Shadaa) áyá.

65. This is a (halibut hook). 

(Náxw) áyá.

66. This is a (headband with ears). 

(Gan goosh kakatu.át) áyá.

67. Do you all see a (seal)? 

(Tsaa) gé yeeytéen?

68. Find the (seal fur). 

(Tsaa xaawú) gaa kunayshí.

69. Find the (seal tooth). 

(Tsaa ooXú) gaa kunayshí.

70. Find the (seal image). 

(Tsaa yahaayí) gaa kunayshí.

Lesson 3

71. Let's learn about sea lions

Sh toox too-toow yá taan daat át.

Vocabulary

72. sea lion 

taan

73. headdress 

shakee.át

74. (its) tooth 

(a) ooXú

75. (its) ears 

(a) gúk

76. (its) head 

(a) shá

77. (its) nose 

(a) lú

78. (its) flippers 

(a) jíni

79. (its) whiskers 

(a) x'adaa dzaayí

80. sea lion habitat 

taan aaní

81. rocks/reef 

eech

Phrases
82. This is a (sea lion). (Taan) áyá.
83. I see a (sea lion). (Taan) xaatéen.
84. Do you see a (sea lion)? (Taan) gé iyatéen?
85. Where is the (sea lion)? Goosú wé (taan)?
86. There is a (sea lion) sitting on the rocks. Eech kat aa wé (taan).
87. What color is the (sea lion)? Wáa sákw liséix'w wé (taan)?
88. The (sea lion) is brown. S'agwaat yáx yatee wé (taan).
89. Draw a sea lion for sea mammal book. Hintaak.átx'i x'úx'u yis taan yahaayí kayshaxíl.
90. What do (sea lions) eat? Daa sá axá wé (taan)?
91. Crawl like a (sea lion). (Taan) yáx yaa naydagwát'.
92. The (sea lion) sounds like... ...yei x'ayakáá wé (taan).
93. Talk like a (sea lion). (Taan) yáx indu.áxch
94. Sea lion, Sea lion, Killerwhale game. Taan, taan, kéet ash koolyát.
95. This is a (sea lion). (Taan) áyá.
96. This is a Killer whale. (Kéet) áyá.
97. Point to the (sea lion). Wé (taan) at chéix'
98. Say "taan". Yéi yana'ká "taan".
99. Sea lion, Sea lion, Killerwhale Taan, Taan, Kéet
100. Stand up Killer whale. Gidáan kéet.
101. Try to catch the sea lion. Kuna.aakw taan yisháadi.
102. Tag him/her. Du eet shí.
103. You won! Ku yee yadlaa!
104. It's your turn. Wa.é déís.
105. Black Skin "Strongman" Dukt'ool't'
106. Sea lion artifact book Taan at.óow x'úx'u
107. This is a (grease dish). (Eex s'íx'i) áyá.
108. This is a (house post). (Hit gaas'i) áyá.
109. This is a (helmet). (l'aw shadaa) áyá.
110. This is a (headdress). (Shakee.át) áyá.
111. Do you all see a (sea lion)? (Taan) gé yeeyteen?
112. Find the (sea lion). (Taan) gaa kuyshee.
113. Find the (sea lion whiskers). (Taan x'adaa dzaayí) gaa kuyshee.
114. Find the (sea lion tooth). (Taan ooxú) gaa kuyshee.
115. Find the (sea lion image). (Taan yahaayí) gaa kuyshee.

Lesson 4
116. Let's learn about sea otters. Sh toox toołow yá yáxwch' daat át.

Vocabulary
117. sea otter yáxwch'
118. (its) whiskers (a) x'adaa dzaayí
119. (its) tail (a) l'eedi
120. (its) mouth (a) x'é
121. (its) paws (a) jíni
122. (its) eye (a) waak
123. (its) nose (a) lú
124. (its) head (a) shá

Phrases
125. This is a (sea otter). (Yáxwch') áyá.
126. Is this a (sea otter)? (Yáxwch') ákyá?
127. I see a (sea otter). (Yáxwch') xaatéen.
128. Do you see a (sea otter)? (Yáxwch') gé iyatéen?
129. Where is the (sea otter)? Goosú wé (yáxwch')?
130. There is a sea otter floating among the kelp. (Geesh) xoot wulixaash wé (yáxwch').
131. What color is the sea otter? Waa sákw liséix’ wé (yáxwch’)?
132. The sea otter is brown. S’agwaat yáx yatee wé yáxwch’.
134. Sea otter artifact book Yáxwch’ at. oow x’úx’u.
135. This is (moccasins). (At xáshti téel) áyá.
136. This is a (hat). (S’áaxw) áyá.
137. This is (clothing). (Naa.át) áyá.
138. Do you all see (sea otter)? (Yáxwch’) gé yeeyteen?
139. Find the (sea otter fur). (Yáxwch’ aawú) gaa kuyshee.
140. Find the (sea otter image). (Yáxwch’ yahaayí) gaa kuyshee.

Lesson 5
Phrases
141. Let's learn about porpoises. Sh toox tooltoow yá cheech daat át.
142. This is a (porpoise). (Cheech) áyá.
143. Is this a (porpoise)? (Cheech) ákyá?
144. I see a (porpoise). (Cheech) xaatéen.
145. Do you see a (porpoise)? (Cheech) gé iyatéen?
146. Where is the (porpoise)? Goosú wé (cheech)?
147. There is a (porpoise) in the waves. Teet tootx uwa’áak wé (cheech).
148. What color is the (porpoise)? Waa sákw liséik’ wé (cheech)?
149. The (porpoise) is gray. Kugás’ yáx yatee wé (cheech).

Lesson 6
Phrases
151. Let’s learn about Killer Whales Sh toox tooltoow yá kéet daat át.
152. The killer whale is black. T’ooch’ yáx yatee wé kéet.
153. The killer whale is white. Dleit yáx yatee wé kéet.
154. This is a (killer whale). (Kéet) áyá.
155. Is this a (killer whale)? (Kéet) ákyá?
156. I see a (killer whale). (Kéet) xaatéen.
157. Do you see a (killer whale)? (Kéet) gé iyatéen?
158. Where is the (killer whale)? Goosú wé (kéet)?
159. There is a (killer whale) in the water. Héen táagu wé (Kéet).
160. Five Killer Whales Kéijín Kéet
161. Killer Whale song Kéet Daa Sheeyí
   We are going to the beach, Éekdei yaa ntoo.aat, daa sá iyateen?
   what do you see? I see five killer whales, keijín yateeyi kéetx’ xaateen,
   I see five killer whales, keijín yateeyi kéetx’ xaateen,
   I see five killer whales, keijín yateeyi kéetx’ xaateen.
   One of them Tléix’ yateeyi aa.
dove down. De yíndei woox’aak.
   We are going to the beach, Éekdei yaa ntoo.aat, daa sá iyateen?
   what do you see? I see four killer whales, Daax’oon yateeyi kéetx’ xaateen,
   I see four killer whales, daax’oon yateeyi kéetx’ xaateen,
   I see four killer whales, daax’oon yateeyi kéetx’ xaateen.
   One of them Tléix’ yateeyi aa.
dove down. De yíndei woox’aak.
   We are going to the beach, Éekdei yaa ntoo.aat,
what do you see?
I see three killer whales,  
I see three killer whales,  
I see three killer whales  
One of them  
dove down.
We are going to the beach,  
what do you see?  
I see two killer whales,  
I see two killer whales,  
I see two killer whales  
One of them  
dove down.
We are going to the beach,  
what do you see?  
I see one killer whale,  
I see one killer whale,  
I see one killer whale  
One of them  
dove down.
We are going to the beach,  
what do you see?  
All of the killer whales,  
all of the killer whales,  
all of the killer whales  
dove down.
162. Draw a killer whale for Sea Mammal book Hintaa.k'ítx'úx'u yis kéet yahaayí kayshaxit.
163. Killer whale artifact book Kéet at.ów x'úx'u
164. Character of a Tlingit legend Naatsilanéi
165. its blowhole a óoxu
166. Its blubber a taayí
167. Its dorsal fin a gooshí
168. Its flippers a jíni
169. Its flukes a geení
170. Its eyes a waak
171. Its mouth a x'é
172. This is a (basket). (Kákw) áyá.
173. This is a (halibut hook). (Náxw) áyá.
174. This is a (headdress). (Shakee.átx) áyá.
175. This is an (octopus bag). (Náaxw gweili) áyá.
176. This is a (Chilkat Robe). (Naaxeín) áyá.
177. Do you see a (killer whale)? (Kéet) gé yeeyteen?
178. Find the (killer whale image). (Kéet yahaayí) gaa kuyshee.
179. Find the (killer whale fin) (Kéet gooshí) gaa kuyshee.
180. Find the (killer whale tooth). (Kéet oxú) gaa kuyshee.

Lesson 7
181. Let's learn about Humpback Whales. Sh toox toooow yá yáay daat át.
Vocabulary
182. whale yáay
183. (its) flukes (a) geení
184. (its) fins (a) jíni
185. baleen x'axéni

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186. (its) dorsal fin          (a) gooshi
187. bubbles                   xúkdlaa

Phrases
188. This is a (whale).        (Yáay) áyá.
189. Is this a (whale)?        (Yáay) ákyá?
190. I see a (whale).          (Yáay) x̣aatéen.
191. Do you see a (whale)?     (Yáay) gé iyatéen?
192. Where is the (whale)?     Goosú wé (yáay)?
193. There is a (whale) in the ocean.  (Eil' tлеin) káwu wé (yáay).
194. What color is the (whale)? Waa sák’w liséix’w wé (yáay)?
195. The (whale) is grey.      Kugáas’ yáx yatée wé (yáay).
197. Humpback whales are hungry song   Yáay yan eet uwahaa sheeyí
198. Humpback whales are hungry   Yáay yan eet uwahaa sheeyí
199. Won’t those herring be good!  a xʼeigaa wé yaaw!
200. There are nine whales.     Gooshúk yatee wé yaay.
201. They are all working together.  Ldákát wooshteen yei has jinéí.
202. They are moving gracefully/synchronized.  Kʼidéín át has jeewlí.aat.
203. How many flukes, flippers and mouths are there?  Xoon sáwé yatee a geeni, a jíní ka xʼé ákwé?
204. Draw pictures of them all to show your work.  Ldákát at yahaayí kayshaxít i yei jinéíyí kaa waak sheiyí.
205. Write a number sentence to show your work.  (Number sentence) kayshaxít i yei jinéíyí kaa waak sheiyí

Lesson 8
206. Let’s learn about staying warm.    Sh toox tooltoow wé ash wulít’áayí át daat át.

Vocabulary
207. (its) blubber          (a) taayí
208. ice                   t’eex’
209. water                héen
210. hand                 jín

Phrases
211. The water is cold.   Si.aat wé héen.
212. Is your hand cold?   Wudží.aat gé i jín?

Lesson 9
Phrases
214. Let’s learn about sound.    Sh toox tooltoow yá át káyéik daat át.
215. What do you hear?          Daa sá iya.áxch?
216. I hear (a whale).        (Yáay) x̣a.a.áxch.
217. Can you hear this?      Át iya.áxch ágé?
218. The whale is singing/it can be heard.  Yáay doowa.áxch.
219. I didn’t hear (a whale).  (Yáay) tleéí xwa.aax.
220. Whale song echos.  Yáay shiyí yoo dżí.áxk.
221. (A whale) is loud.  (Yáay) ligaaw.
222. (A whale) is not loud.  (Yáay) tleéí oolgaaw.

Lesson 10
Vocabulary
223. boots               x’wán
224. helmet  l'aw shadaa
225. halibut hook  náxw
226. headband with ears  gan góosh kak'tu.át
227. grease dish  eex yee s’ix’u
228. house post  hit gáas’i
229. headdress  shakee.át
230. moccasins  at xáshi tíel
231. hat  s’áaxw
232. clothing  naa.át
233. basket  kákw
234. octopus bag  náakw gweilí
235. Chilkat Robe  Naaxeín

Phrases
236. This is (boots).  (X’wán) áyá.
237. Do you see (a whale)?  (Yáay) gé yeeyteen?
238. Find (a whale).  (Yáay) gaa kuyshee.
239. I found an image of a (a whale).  (Yáay) yahaayí xwaat’eei
240. I looked there!  At kükkwashée!
241. (seal) tooth  tsaa ooxú
242. (sea lion) whiskers  taan x’adaa dzaayí
243. (sea otter) fur  yáxwch’ xaaú
244. (killer whale) image  kéet yahaayí
245. hunting spear  aloon tsaa gatl

Lesson 11
Phrases
246. What do you call it?  Waa sá duwásáakw?
247. Where does it live?  Goox’ sá wé yei yatee?
248. What does it eat?  Daa sá axá?
249. Is it big?  Át lein ákwé?
250. Is it small?  Yeik dzigeink’ ákwé?
251. Sea Mammal Party  Hintaa.k’ádi Kunéegu